NINETEENTH
BIENNIAL REPORT

OF THE

WISCONSIN SCHOOL FOR BLIND

FOR THE

Biennial Period Ending June 30

1920

Institution Located at

JANESVILLE, WISCONSIN

Being Part of the Biennial Report of the State Board of Control of Wisconsin

NINETEENTH BIENNIAL REPORT

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LOCATED AT JANESVILLE, WIS.

FOR THE

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OFFICERS AND TEACHERS

Officers

Junius T. Hooper	Superintendent and Steward
Katherine Anderson	Assistant Steward
Marjorie Seaton	Matron
Margaret K. Davidson	Boys' Supervisor
Harriet Parish	Girls' Supervisor
Minta A. Jones	Kindergarten Supervisor
M. A. McGalloway	Field Worker
Barbara Fontaine	Usher
Minnie Wahlers	Asst. Usher
Mary O'Brien	Office Assistant

Teachers

E. G. Buck	Principal

Literary Department

E. G. Buck	High School
Hilda Loverud	High School
Susan Murphy	Grammar Grades
Nina Jacobson	Intermediate Grades
Helen L. Tuttle	Primary Grades
Tomsyna Carlyle	Primary Grades
Florence McKinnon	Typewriting
May L. Ferson	Kindergartner
Clara Rauscii	Cadet

Musical Department

Anna K. Means	Piano and Pipe Organ
Laura Engleson	Piano
Enid Morgan	Vocal
Herbert Adams	Orchestra

Industrial Department

H. G. Arnold	Weaving
T. A. Beadnell	Tuning
Fred M. Barnett	Caning, Basketry, and Hammocks
L. G. McCulloch	Boys' Supervisor and Brooms

Physical Department

Theresa Duda	Director

SUPERINTENDENT'S REPORT

TO THE HONORABLE STATE BOARD OF CONTROL OF WISCONSIN:

I herewith submit the Nineteenth Biennial Report of the Wisconsin School for the Blind for the two years ending June 30, 1920. These biennial reports of necessity cover much the same ground each biennial and I will therefore repeat in this report several things which I have said in the past.

In the first place, I find it again necessary to emphasize the fact that this is a *school*. I wish to emphasize this fact because there is still so much misconception generally throughout the state as to the purpose and the real work accomplished by the Wisconsin School for the Blind. Continually we find lawyers and judges attempt to have committed or to commit children and adults to the custodial care of this institution. Very often teachers and social workers write about the Home for the Blind, while the public in general is constantly making an effort to have their friends and relatives admitted to an institution where they can pass the rest of their days under pleasant surroundings properly provided for by the generosity of the state.

As long as this is the general conception of the purpose of this institution it will be necessary to use every proper form of propaganda to get before public officials, legislators, teachers and social workers the fact that the Wisconsin School for the Blind is an educational institution. I emphasize this fact because the proper conception of the institution simplifies the problem, clarifies the purposes and makes definite the aims of all connected with the work of the school.

The school is an educational institution and as such its purpose is to develop broadly and practically those whom it seeks to serve. Everything necessary to bring out the best there is in each pupil to train for patriotic, useful, productive citizenship should be provided. On the other hand, anything which does not tend towards these aims or in any way restricts or hinders them should be eliminated. In other words, things which tend towards educational development and are necessary for the best educational results and not things which would make a pleasant home for a good custodial institution should be the aim of the Wisconsin School for the Blind.

During the past biennial we have had reason to be proud of the accomplishments of this institution. We have been visited by a number of distinguished educators from all over the state, as well as the United States, and even from Europe. The universal judgment of these vis-

itors has been one of praise and commendation. I will mention but three of them. One, engaged in the national education of the blind, after visiting a number of other similar institutions, was so impressed with the general cheerful atmosphere, cleanliness and harmonious environment, together with the school spirit and genuine educational results obtained, that he exclaimed when leaving that the Wisconsin School for the Blind was the most refreshing institution of its kind which he had visited. He continued it was more like a first-class boarding school than anything else which he had seen, and that we were accomplishing more genuine educational work than he had met with anywhere on his trip. Another who from training and past experience was thoroughly conversant with all the best schools for the blind throughout the country, unqualifiedly placed the Wisconsin School for the Blind among the very best institutions of the kind.

An educator of Wisconsin of wide experience and who at present is connected with state industrial education, after visiting the Wisconsin School for the Blind for part of a day said that nowhere in the state did he know of a place where the same results were obtained in industrial education, or for that matter in musical or literary education, as he had found in this institution. He reported that he had heard that we were doing good work here, but that he was more than surprised at the real genuine educational standards which were maintained and at the results which were being secured.

I give these comments because I believe that your Honorable Board ought to feel a just pride in the work which you are able to get from an institution over which you have control and for which you are largely responsible. I feel too that such results should be passed on to the Governor and the legislature so that they may know to what ends the money appropriated for this institution is being expended. I give it too because I realize that the cost of maintaining this institution is continually increasing. But when such results can be obtained and when we bear in mind that this is a school and that the cost of education has been increased enormously in all schools during the past decade and especially during the past three or four years, it is not surprising that it has increased at the Wisconsin School for the Blind.

The increased cost in education is due in part, of course, to the increased cost of supplies and apparatus. Also to a change in the ideas of what constitutes a liberal education. Education of the hands and of the body, along with the education of the mind and the spirit, is a great deal more expensive than was the old idea of a mere textbook education.

Moreover, the public is awakening to the fact that teachers are engaged in the very highest kind of service, and as such are worthy of a remuneration similar to that paid for other kinds of work. Teachers' wages throughout the state have increased enormously during the past two years. If we are to keep up the standard of work which we have already established and maintain our position as a part of the public school system of the state the salaries of teachers in this institution must increase proportionately with the salaries of teachers

in other schools. It must be remembered also that the education of the blind is a highly specialized problem. In this institution we are dealing with people handicapped with a serious defect, with the partial or total loss of one of the most useful senses in educational development. What our pupils lack in vision must be compensated for by the training of the other senses, and to do this requires more teachers, more specialized work, more individual attention and much more costly apparatus. These things must be kept clearly in mind in considering the budget for this institution.

The fact that our pupils are handicapped makes more urgent the necessity for the very best kind of education. No necessary apparatus for accomplishing these aims should be lacking. The very best and most experienced teachers obtainable should be the ones provided for this institution. Our teachers also require a quality of sympathy and human interest much greater than is ordinarily needed with public school children. To obtain such teachers we must compete with the cities demanding the highest qualifications and must offer salaries which will obtain the kind of teachers desired. It is this thought which I had in mind when making the estimate for teachers' salaries during the next biennial.

The salary question for all employees is one of the great problems in the management of this institution. We must provide environment for our pupils, not only in school time proper, but during play time and the time which children ordinarily spend at home. Every employee necessarily comes in contact to a greater or less extent with the pupils. Our maids must be maids of high order. Our men must be the best that can be obtained for such position. Every piece of work done around the institution should be done in such a way as to be worthy of an example, and by its very character give inspiration to those who come in contact with it. People who are capable of filling such positions are few and the state should be willing to pay the proper person a compensation equal to that offered for like work elsewhere.

All that has been said in regard to our ordinary employees and all that has been said in regard to our teachers can be said with even greater force in regard to the supervisors and officers who direct the home life of our pupils. Such people must of necessity be especially adapted for this kind of work. They must be people of high ideals, sympathetic in nature, patient and painstaking, and thoroughly alive to the great responsibilities which they have to perform. People of this kind are scarce and can be obtained only by offering a salary adequate to the service required.

In considering the salary question a local situation must not be overlooked. An industrial development on a large scale makes conditions at Janesville particularly difficult along this line at present, and any consideration of the budget for the next biennial that does not recognize the local conditions of this city will not adequately provide for our needs for the coming biennial.

Next to the wage question and next to securing teachers and officers of broad gauge and alive to the needs of the pupils is the problem of keeping such people alive and progressive. Two years ago and again this biennial I have recommended a large increase in the appropriation for traveling expenses for the superintendent and I feel that I ought to add for some of the other officers and teachers of the institution. As I have said before, we are engaged in a specialized form of education. The tendency in all education work is to settle down in a rut and not keep in active touch with the world and world conditions. This is especially true in a school for handicapped people.

Superintendent, teachers and officers must get out in the world, meet other people, discuss problems with those engaged in a like work and keep themselves living streams in order that their pupils may not have to drink from stagnant water. The profit derived from conventions, conferences and similar meetings is of vast benefit to the school and to the state, and the expenses for such meetings should be met by general appropriation. In endowed institutions of this kind this is always done. The state ought to be able to do as much as privately endowed institutions can do.

Moreover, as far as the superintendent is concerned appropriations for visiting homes consulting with parents and becoming acquainted with the early environment and future prospects of the pupils ought to be adequate. We are dealing with a living product, we seek to prepare our pupils for independent active lives in their respective communities. To do this intelligently requires that we know definitely from whence they come and to where they expect to go. No one can do all of the investigation of this kind for a superintendent. First hand knowledge is almost necessary for effective results. This work necessarily overlaps somewhat that of the field worker, yet while it overlaps it, it also supplements it and adds to its efficiency by providing intelligent guidance.

Our field work for the past biennium has been somewhat broken into, caused by the resignation of Miss Turner, but we hope to have it reorganized on a permanent basis soon and have provided for its maintenance in the budget as estimated. Field work is one of the most important lines of activity of this institution. It should not only be continued but expanded so that we will be able to hunt up and bring to the school all those in need of the education which we are able to provide. We must also make some provision for aiding blind graduates, both of our regular and summer school, in securing positions and filling the niche in life for which they are especially adapted. All the blind need is a chance to show their capabilities, but to give this chance requires constant effort of some one who knows the blind and their capabilities, and also who has the tact and ability to induce employers to give those thus handicapped a fair chance at the work which they are fitted to do. A little assistance will make every product of the Wisconsin School for the Blind self-supporting and many of them will become respected and leading citizens in the community in which they reside.

One of the most successful lines of activity accomplished by this institution in recent years is the summer school. We have conducted three summer courses of eight weeks each. During the first year fourteen adult men were enrolled. The second year we had an enrollment of sixteen, and the third year thirty-one. At these summer terms we taught point reading and writing, typewriting, chair caning, carpet and rug weaving and broom making for the first two summers. The third summer we added to these courses basket making and a course in piano-player action repairing. The results obtained in all three summers were far greater than had been anticipated by even the most sanguine as to what could be done in a course of this kind. Almost every person who has attended the school has improved his condition and several have been able to obtain very lucrative positions as a result of their training here. One foreigner from Austria, blinded by a premature explosion in an iron mine in Minnesota, drifted to Milwaukee for treatment and there entered the Workshop for the Blind, but was unable to make his living at basket making. He spent eight weeks with us during the summer of 1919, learned to speak English and to read and write some in points got hand training in chair caning and at the end of the summer school was placed in the local Caloric factory in a position of finishing music boxes by rubbing down the varnish. He has been so proficient in this line of work that he is considered the best rubber in the factory and has been able in a little over a year to save and place in the bank over $1,000.00 in addition to paying all his living and other expenses and sending some money to a dependent sister in Austria.

Another adult student somewhat advanced in years was admitted to our summer school with a good deal of misapprehension as to what results could be accomplished. After he had been with us one session I met his son-in-law whose comment was as follows: "Father is a changed man. Before he went to your summer school he was discouraged, morose, very dependent and very exacting. In fact, the whole family was depressed because we did not know what to do with or for him. Since his return he has been independent, has ceased demanding the care of others, does his part in the household—in fact, helps others. He is happy, has learned how to accept his affliction, uses his typewriter constantly and has written to friends whom he has not corresponded with in twenty years. He is a new man and if your summer school had done nothing more than what it did for Father it has more than paid the State of Wisconsin for all it cost."

Another adult came to the summer session suffering with paralysis of the muscles of the lids. His eyes seemed perfect, but on account of the paralysis the lids remained closed. We took him to an occulist, who advised an operation. The operation was performed, paid for by the student himself, and he left the summer session the happiest and most elated man I have ever seen, able to see. He went back to work, and is now, instead of one depending on his family, a self-supporting head of a house.

Another graduate tuner of our school returned last session, as one of many, to obtain a knowledge of the piano-player action. He reported to me recently that he had been able to earn from $75.00 to $100.00 extra within the three months from the time he finished his course because of his knowledge of the player action which he obtained at our summer school. Probably any one of the other ten could give similar testimony.

The summer school has proven its worth, but it provides instruction for men only. We feel that a course should be given for adult women and in our budget estimate we have asked for an increase of the appropriation for summer school work from $1,500.00 to $3,000.00 a year. We have asked this increase so we may do for women what we have been doing so successfully for men.

I mentioned above the splendid results which we have been obtaining in our school, but there are many things yet to be accomplished. Any school system which is not advancing is going in the opposite direction and unless we make progress we die of dry rot. Our gymnasium and playgrounds are still poorly equipped. The high price of necessary apparatus during the past two years has been almost prohibitive. But the time will soon come when considerable will have to be expended along these lines, or we will not be able to get results in the physical department. More and more educators are realizing the fact that one of the greatest factors in developing character and genuine efficiency is that of play. Great as this factor is in the education of seeing children its importance in the education of the blind is even more marked. The natural tendency of the blind at all times is sedentary. It is a great deal more difficult for the blind to move about and to express themselves freely in physical action than it is for the seeing. Yet freedom of movement and spontaneity of expression are two of the greatest assets which can be given to any human being. These come naturally through play. It is therefore almost necessary that every available apparatus should be provided for securing real natural play by our blind pupils. Just as soon as conditions become normal we ought to expand as much as possible along these lines.

Moreover, our home economics department, which is doing so much for the development and welfare of our girls, is poorly equipped and cramped for room. In order to do the best work we need an economics cottage wherein the older girls may live with the domestic science teachers, and have practical training in thorough housekeeping in which the order of a day's work as well as a week's work may be experienced. I have therefore recommended the building of a cottage of this kind and have included the same in the estimate.

We have during the past biennial had several epidemics of contagious diseases break out in the school. These epidemics have brought forcibly to our attention the fact that we lack the proper isolating hospital facilities. In building a home economics cottage we have thought that a few rooms could be added for hospital purposes and thus provide both needs in one building.

The health of our children is a very important factor. In health provisions the Wisconsin School for the Blind is very backward. Most schools of this kind have a regularly employed physician who examines the pupils upon their admission and puts in considerable time in keeping the children well. Most schools also employ regularly an occulist who looks after the proper treatment of those for whom treatment can be of any benefit, conserves the vision of those who have some sight and in every way helps to bring about a more normal eye condition.

Moreover, not only schools of this kind but the regular public schools are now providing dental clinics so that every child in school may have his teeth thoroughly examined and properly treated. It has become a universally conceded fact that good teeth is one of the most fundamental factors in good health, and good health is a necessary factor for any kind of proper education. When the teeth of our children are attended to, when the health is looked after and adenoids and tonsils taken care of, when the eyes are properly treated, our children will be in a condition to get from the school the advantages which it offers. I have therefore included in the budget estimate sums looking forward to the employment of proper parties for this work.

This report would not be complete without mention of our physical plant. It was a source of great gratification to the management of the Wisconsin School for the Blind to read the report of the Visiting Committee of the Last Legislature made to the Governor and to the Legislature. It is a matter of satisfaction to know that after the great efforts which we made to put our plant in condition we have really succeeded, and that the fine physical condition of this institution was noticeable and worthy of so fine a report. It has also been a matter of great satisfaction to realize that during these two years of very high prices it has not been necessary to make great expenditures on our plant. We have escaped the extra expense which would have been entailed had extensive repairs been necessary at this time.

However, there are repairs necessary and too much economy may be extravagance. The mere statement proves the case. Expenditures which bring results and expenditures which prevent waste and increase the value of the property are always economical. In private affairs, investments which promise large dividends are seldom rejected. Certainly the state is entitled to the same careful calculating sagacity in the management of its business as is ordinarily employed in successful private enterprises.

It is with these thoughts in mind that I have recommended appropriations for painting, general repairs, for permanent cement floors for several of our porches and for the widening and extension of the main front porch. I trust these recommendations will meet with the approval of the Board and with others who have to do with providing funds necessary for carrying them out.

Speaking of the physical plant, the farm must not be overlooked. The purchase of the additional land made by the Board two years ago was one of the best investments ever made by the state. Already

the land could be sold for four times what it cost. Moreover, the additional land rendered it possible to reduce the expenditure for feed and fodder the first year by practically $2,000.00, and we can guarantee a continued reduction over the expenditure the year before the land was purchased, of $1,500.00 each year. The crops during the past biennial have been unusually good and the growth of young fruit trees and the yield of garden products has been greater than in any other previous two years.

Our herd has been increased both in quantity and quality so that our milk product has been sanitary and ample for the needs of all our children. We have added a number of hundred dollars to our live stock revolving fund. In addition to this we have transferred to other institutions on a Journal Voucher credit from fifteen to twenty heifers and young bull calves, thus aiding the other institutions of the state in building up their herds. Our farmers, gardeners, matron, cooks, and all who have had to do with the care of the products, have caught the spirit of producing and saving in order to reduce the high cost of living. Our canned fruit and vegetable storeroom is the marvel of all our visitors, and is the pride of the institution.

In conclusion I wish to say that in spite of some drawbacks the Wisconsin School for the Blind has made considerable progress during the past biennial and I wish to thank the Board for the very cordial and hearty support which they have given to all the projects which we have undertaken.

Respectfully submitted,

J. T. HOOPER, *Superintendent.*

GRADUATES DURING THE PAST TWO YEARS

1919

Joseph Blanding ..... Grantsburg
Lloyd Harmon ..... Belleville
Alpha Rector ..... Athelstane

1920

Genevieve M. Flack ..... Delavan
Alma M. Haavisto ..... Owen
Frederick C. Hill ..... Crivitz
Hazel B. Rogers ..... Augusta

THE ALUMNI

The first formal graduating exercises were held in 1885. The total number of graduates to date is 109. Those marked with an * are totally blind or so nearly blind as to be unable to read ink print.

The alumni have an organization known as the "Alumni Association of the Wisconsin School for the Blind," which usually holds a reunion every three years. Such a reunion was held in June, 1919. The officers of the alumni association are: W. U. Parks, President, Aurelia, Iowa; Tomsyna Carlyle, Secretary, Wisconsin School for the Blind, Janesville, Wisconsin; Dr. Chester Parish, Treasurer, Whitewater, Wisconsin.

Name	Residence	Occupation
1885		
1. Henry P. Klyver	Rochester, N. Y.	Clergyman.
2. M. A. McGalloway*	Fond du Lac	Field Agent for School for Blind.
1886		
1. Laura Engleson*	Janesville	Music teacher Wisconsin. School for the Blind.
2. Anna Carter	New York City	Teacher.
3. Libbie Wood	Fond du Lac	Deceased.
4. Mary Shanahan*	Manitowoc	Sister Mary, teacher in convent. Deceased.
5. May Lyon (Ferson)	Janesville	Kindergarten teacher at Wisconsin School for the Blind. Married.
6. Fritz Klemp*	Thorp	Merchant.
7. Willard Tubbs	River Falls	Patent Medicine Mfgr.
8. Arthur Whitney	Milton	Retired.
1887-1888		
1. Ida Flick (Kinder)*	Sparta	Married. Housekeeper.
2. Amelia Nix (Rickert)*	Mauston	Married. Housekeeper.
3. Jennie Connor*	Sun Prairie	Housekeeper and chambermaid.
4. Olof Olson	La Crosse	Tuner and music teacher.
1889-1890-1891		
1. Jessie Anderson (Barlow)	Chicago, Ill.	Married.
2. Mary Hedberg*	Minneapolis, Minn.	Deceased.
3. Bertha Squire*	Sheboygan	Masseuse.
1893		
1. Andrew Donhard*	Marshfield	Music store and teacher.
1894		
1. Edward Weller	Sparta	Printer (deceased).
2. Agnes Trainor	Topeka, Kans.	Housekeeper.
1895-1896		
1. George Wolf*	Prescott	Tuner and piano teacher.
2. Herbert Adams*	Janesville	Tuner and orchestra teacher. Wisconsin school for the Blind.
3. John Berger	Mattoon	Laborer.
4. Chester Hurlburt*	Oakfield	Clergyman.
5. Minnie OConnor	Grundy Center, Iowa	Housekeeper.
6. Lizzie Zimmerman*	Johnson Creek	Housekeeper.
7. Burdie Washburn (Slack)	Oklahoma	Housekeeper.
1897		
1. Joseph Langenkamp*	Manitowoc	Tuner.
2. Louisa Belongia*	Oconto	Seamstress.
3. Louise Pundt*	Beloit	Housekeeper.
4. Cassie Carr*	Eau Claire	Housekeeper.
5. Helen Tuttle	Janesville	Teacher in Wisconsin School for the Blind.
6. Margaret Gallagher*	Sauk City, Minn.	Housekeeper.
7. Edward Raabe*	Milwaukee	Clerk in general store.
8. Joseph Heil*	Stevens Point	Tuner.
9. Andrew Anderson*	Oshkosh	Masseur.
10. Fred Belongia*	Oconto	Clerk in store.

THE ALUMNI—Continued.

Name	Residence	Occupation
1898-1899		
1. Margaret Davies	Janesville	Point printer Wisconsin School for the Blind.
2. Anna Davies	Oconto	Masseuse.
3. Anna Zimmerman*	Johnson Creek	Housekeeper.
4. Leo Heck	Sheboygan	Deceased.
5. Orson Cochran	Grand Rapids	Tuner.
6. Arthur Nitschke*	Milwaukee	Canvasser.
7. John Schuster*	Milwaukee	Osteopathic physician.
8. Chas. Winkleman	Footville	Farmer.
9. Robert Barnes*	Hayward	Clergyman.
1900-1901 no class		
1902		
1. Jessie Foster*	Janesville	Music teacher.
2. Carrie Palmer*	Janesville	Needle craft.
3. Elizabeth Emerson	Beloit	Housekeeper.
4. Matilde Schnitke (Jacob)	Des Moines, Iowa	Married.
5. William Dobbins*	Marinette	Tuner.
6. Samuel Egtedelt	Janesville	Tuner.
7. Alfe Feistel	Sheboygan	Tuner. (Deceased.)
8. Daniel Roberts*	Baraboo	Tuner.
1903		
1. Arthur Cory*	Spokane, Washington	Tuner, post graduate student.
2. Oscar Simmons*	Portland, Oregon	Tuner.
3. Frank Lemere*	Kenosha	Tuner.
4. Winifred Gilbert (Robertson)	Milnor, N. D.	Married.
5. Anna Hull	Montello	Lawyer.
6. Emma Bentzine*	Kenosha	Factory worker.
1904		
1. Thea Lorentson*	Baldwin	Housekeeper.
2. Chester Parish*	Whitewater	Osteopathic physician.
3. Leo Lange*	Milwaukee	Music store.
4. Wm. Cochran*	Grand Rapids	----------
1905		
1. Sarah Davies	Racine	Housekeeper.
2. Julia Hawke (Genrich)	Eau Claire	Married.
1906		
1. Ludwig Ness*	San Francisco, Cal.	Tuner. (Deceased.)
2. Herbert Cooley*	Superior	Tuner and music store.
1907		
1. Mary Larson (Jacobson)	Dallas, Texas	Married.
2. John Baer*	Ashland	Tuner and music store.
3. William Quade*	Milwaukee	Tuner.
4. George Bergmann	Watertown	Tuner and music teacher.
1908		
1. Florence Gomin (Baier)	Milwaukee	Music teacher. Married.
2. Charles Rauch*	Racine	Tuner.
1909		
1. Arndt Johnson	Burlington, Iowa	Tuner.
2. Edward Klingbell*	Oshkosh	Masseur.
3. Walter Smiley*	Caledonia	Tuner.
4. Tomsina Carlyle	Janesville	Primary teacher Wis. School for the Blind.
5. Margaret O'Shea*	Glenwood	Housekeeper.
6. Stella O'Shea	Glenwood	Housekeeper.
7. Tillie Raush*	Racine	Factory worker.
1910		
1. Joseph Kimball*	Dubuque, Iowa	----------
2. Sara Von Wald*	Kenosha	Masseuse.

THE ALUMNI—Continued.

Name	Residence	Occupation
1911		
1. Florence McKinnon	Janesville	Teacher.
2. Ethel Terrill (Pr.iss)	River Rouge, Mich.	Married.
3. Oscar Tesser	Saratoga	Farmer.
4. James Prosser*	Menasha	Weaver.
1912		
1. Dora Quade	Milwaukee	Factory worker.
1913—No class		
1914		
1. Anna Berger*	Mattoon	Housekeeper.
2. Blanche Cornell*	Minot, N. Dakota	Music teacher.
3. Joseph Grebner	Marinette	Tuner.
4. Agnes Hartt*	Manitowoe	Married.
5. Mary O'Brien*	Hudson	Office assistant.
6. Carl Peterson*	Ashland	Deceased—July, 1914.
1915		
1. Elmer Meyer	Manitowoe	Masseur.
1916		
1. Agnes Burke	Kansas City	Teacher.
2. Donald McKinnon*	Menomonie	Tuner.
3. Clara Raush	Racine	Assistant Kindergartner Wis. School for Blind.
4. Harold Bentzine*	Beloit	Tuner.
1917		
1. William Hansen*	Union Grove	Tuner.
2. Elizabeth Van Gemert*	De Pere	Housekeeper.
3. Minnie Wahlers*	Janesville	Asst. Usher School for Blind.
1918		
1. Eleanor Bentzine	Milwaukee	Factory worker.
2. Mary Haun*	Cashton	Housekeeper.
3. John Kostuch	Stevens Point	Student.
4. Essie Lorentzen	Baldwin	Married.
5. Daniel B. Willis	Milwaukee	Student.
1919		
1. Joseph Blanding*	Grantsburg	Tuner.
2. Lloyd Harmon*	Belleville	
3. Alpha Rector*	Amberg	Married.
1920		
1. Genevieve Flack*	Delavan	Basketry.
2. Alma Haavisto*	Chicago	Typist.
3. Fred Hill*	Madison	Student.
4. Hazel Rogers*	Groton, N. Y.	Housekeeper.

TABLE I—SHOWING MOVEMENT OF POPULATION AT THE WISCONSIN SCHOOL FOR THE BLIND FOR THE BIENNIAL PERIOD ENDING JUNE 30, 1920.

	Year ending June 30, 1919	Year ending June 30, 1920
Number present at the beginning of each fiscal year		
Returned from homes and leave of absence	98	97
Original admissions during the year	18	16
Totals	116	113
Graduated	3	4
Left school during year	4	9
Dropped for various reasons	5	3
Out on visit home	104	97
Totals	116	113
Average daily number of pupils	106	1 0

TABLE II—SHOWING ENROLLMENT OF PUPILS FOR THE PAST TEN YEARS.

For the school years	Males	Females	Total
1910-1911	45	46	91
1911-1912	44	41	85
1912-1913	64	47	111
1913-1914	68	56	124
1914-1915	78	56	134
1915-1916	75	65	140
1916-1917	86	64	150
1917-1918	74	63	137
1918-1919	70	46	116
1919-1920	64	49	113
Summer School			
1918-1919			15
1919-1920			31

TABLE III—SHOWING DISTRIBUTION BY COUNTIES OF RESIDENCE OF ALL THOSE WHO ATTENDED THE WISCONSIN SCHOOL FOR THE BLIND AT ANY TIME DURING THE BIENNIAL PERIOD ENDING JUNE 30, 1918.

Barron	2	Manitowoc	2
Bayfield	2	Marathon	1
Brown	7	Marinette	9
Burnett	1	Milwaukee	10
Chippewa	4	Monroe	5
Clark	2	Oconto	2
Crawford	1	Oneida	1
Dane	5	Ontagamie	3
Dodge	2	Pepin	1
Door	2	Portage	1
Douglas	1	Racine	2
Dunn	1	Rock	10
Eau Claire	4	Rusk	2
Fond du Lac	4	Sauk	3
Grant	3	Shawano	1
Green	1	Sheboygan	5
Green Lake	1	Vernon	1
Iowa	1	Vilas	2
Jefferson	3	Walworth	6
Kenosha	2	Washington	1
Kewaunee	1	Waupaca	1
Lafayette	2	Waushara	1
La Crosse	1	Winnebago	4
Langlade	3	Wood	2
Lincoln	1		

FINANCIAL STATEMENT.

1918	Operation	1918-19		1919-20	
July 1	Balance in hands of steward	$ 392.35		$ 392.35	
July 1	Balance 1917-18 appropriation	1,039.95		252.52	
July 1	Balance 1918-19 appropriation			6,786.96	
July 1	Appropriation	57,450.00		66,449.26	
June 30	Emergency appropriations	13,174.07		4,476.14	
June 30	Refund credits	249.11		53.95	
June 30	Disbursements		$64,873.65		$76,085.68
June 30	Balance in hands of steward		392.35		392.35
June 30	Balance, 1917-18, bills only		252.52		
June 30	Balance 1918-19, bills only		6,786.96		1,680.63
June 30	Reverted to general fund				252.52
June 30	Balance 1919-20 appropriation				
	Totals	$72,305.48	$72,305.48	$78,411.18	$78,411.18

1918	Repairs and Maintenance				
July 1	Balance	$ 1,283.91		$ 371.75	
July 1	Appropriations	5,385.00		7,500.00	
July 1	Refund credits			.34	
July 1	Disbursements		$ 6,143.44		$ 6,348.62
July 1	Reverted to general fund		156.72		
July 1	Balance 1918-19 appropriation		371.75		
July 1	Balance 1919-20 appropriation				1,523.47
	Totals	$ 6,668.91	$ 6,668.91	$ 7,872.09	$ 7,872.09

	SPECIAL APPROPRIATIONS	Balance	Appropriation and Refunds	Disbursements	Balance
	CAPITAL—YEAR 1918-19:				
	Capital—Year 1918-19:				
	Permanent property and improvement	$ 2,615.19	$ 1,858.16	$ 1,402.89	$ 3,070.46
	Laundry	7,000.00	22.96	7,022.96	
	Summer school	1,371.42	1,500.00	1,316.17	1,555.25
	New laundry	2,797.91		2,797.91	
	Root cellar		2,000.00		2,000.00
	Land		10,000.00	10,000.00	
	Aid to blind students	384.20		115.62	268.58
	Aid to blind students		1,500.00	1,295.80	204.20
	Live stock revolving	929.53	668.60	224.59	1,373.54
		$15,098.25	$17,549.72	$24,175.94	$ 8,472.03
	YEAR 1919-20:				
	Permanent property and improvement	$ 3,070.46	$ 1,150.00	$ 1,100.45	$ 3,120.01
	Summer school	1,555.25	1,500.00	857.92	2,197.33
	Root cellar	2,000.00			2,000.00
	Aid to blind students	204.20		204.20	
	Aid to blind students		2,000.00	1,285.88	714.12
	Fire escapes		750.00	750.00	
	Telephone system		200.00	198.05	1.95
	Automobile		1,000.00	1,000.00	
	Live stock revolving	1,373.54	840.00	293.00	1,920.54
		$ 8,203.45	$ 7,440.00	$ 5,689.50	$ 9,953.95